Institutional Report

STANDARDS	PROPOSED CHANGES TO RULES	COMMENTS
May 2014 - Technology		
10.58.527 AREAS OF PERMISSIVE SPECIAL COMPETENCY		
(1) Programs designed for teachers who hold a regular Montana teaching certificate and desire skills in a nonendorsement field to appear on the teaching certificate shall: (a) meet the standards for the area of permissive special competency as approved by the Board of Public Education and outlined below; and		
(b) when specified, have laboratory experiences under the jurisdiction of the preparing institution.		
(2) Programs must include a minimum of 20 semester (30 quarter) credits of preparation.		
(3) Permissive special competency programs for early childhood are limited to an "add-on" to elementary endorsement. This may be offered as a minor to elementary education and is designed for prospective teachers of children ages eight and under.		
(4) The early childhood permissive special competency program requires that successful candidates: (a) demonstrate knowledge of child development and learning;		
(b) develop relationships that involve family and		

community in children's learning;		
(c) observe, document, and assess learning to support young children and families		
(d) demonstrate knowledge of early childhood education and apply effective instructional strategies, including: (i) knowing, understanding, and using positive relationships and supportive interactions;		
(ii) knowing, understanding, and using a wide array of appropriate, effective approaches, strategies, and tools for early education;		
(iii) knowing and understanding the importance, central concepts, inquiry tools, and structures of content areas or academic disciplines;		
(iv) using their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes; and		
(v) meeting the unique needs of every child, including children with disabilities, children with different socio-economic backgrounds, and children from diverse cultural heritages, with a focus on American Indians.		
(5) The gifted and talented permissive special competency program requires that successful candidates: (a) demonstrate knowledge of the characteristics of gifted students and an understanding of how to		

utilize appropriate tests and other documentation to formally identify gifted students;		
(b) demonstrate knowledge of the curriculum needs that result from the characteristics of individual gifted students and an understanding of how to apply the appropriate curriculum strategies to vary the pace, breadth, and depth of the curriculum through acceleration, differentiation of the content, process and product, and subject enrichment;		
(c) demonstrate knowledge of the unique learning styles of gifted learners and an understanding of how to apply that knowledge to modify the learning environment and activities to match the style(s) of the individual student;		
(d) demonstrate knowledge of how the social/emotional characteristics of gifted children create different needs that may impact the school and family and an understanding of how to apply appropriate strategies to minimize negative impacts upon the ability of the gifted student to learn;		
(e) demonstrate knowledge of the need for gifted students to be challenged by participation with their mental peers, and an understanding of how to meet that need by providing a variety of options in the learning environment;		
(f) demonstrate knowledge of how the school environment and characteristics of gifted students cause some high ability/high potential students to		

achieve at levels far below their potentials and an understanding of how to apply appropriate interventions; and		
(g) demonstrate knowledge of the nature of, and need for, team approaches and an understanding of how to effectively apply these strategies in order to provide the best possible school climate and total curriculum services for gifted students.		
Technology Education Draft 2014	**Technology Education**	
(6) The technology in education permissive special competency program requires that successful candidates:	(6) The technology in education permissive special competency program requires that successful candidates:	
(a) demonstrate knowledge of operations and concepts necessary for effective use of technology and infusion into teaching and learning;	(a) demonstrate knowledge of operations and concepts necessary for effective use of technology and infusion into teaching and learning;	
(b) demonstrate planning and learning environment design, knowledge, and skills, including:	(b) demonstrate planning and learning environment design, knowledge, and skills, including:	
(i) the identification and design of developmentally appropriate learning opportunities that apply technology enhanced instructional strategies to support the diverse needs of students;	(i) the identification and design of developmentally appropriate learning opportunities that apply technology enhanced instructional strategies to support the diverse needs of students;	
(ii) the application of best practices based on current research when planning and managing	(ii) the application of best practices based on current research when planning and managing <u>digital/technology-</u>	

learning environments and experiences;	enhanced learning environments and experiences.	
(iii) the identification and location of technology resources and evaluation of them for effectiveness and suitability;	(iii) the identification and location of technology resources and evaluation of them for effectiveness and suitability;	
(iv) the planning and implementation of strategies to manage student learning in multiple technology-enhanced classroom environments; and	(iv) the planning and implementation of strategies to manage student learning in multiple technology-enhanced classroom environments; and	
(v) the planning and implementing of strategies to manage student learning in distance, online, and technology-delivered learning environments;	(v) the planning and ~~implementing~~ implementation of strategies to manage student learning in distance, online, and technology-delivered learning environments;	
(c) demonstrate technology-enhanced teaching, learning, and curriculum knowledge and skills by:	(c) demonstrate technology-enhanced teaching, learning, and curriculum knowledge and skills by:	
(i) facilitating technology-enhanced experiences that incorporate Montana content and performance standards as appropriate;	(i) ~~facilitating~~ designing and implementing technology-enhanced experiences that incorporate Montana content and performance standards as appropriate;	
(ii) using technology to support learner-centered instructional strategies that address the diverse needs of students, including Montana American Indians;	(ii) using technology to support learner-centered instructional strategies that address the diverse needs of students, including Montana American Indians;	
(iii) applying technology to enhance students' critical, creative, and futures thinking;	(iii) applying technology to enhance students' critical, creative, and future~~s~~ thinking;	
(iv) managing student learning activities in multiple technology-enhanced classroom environments; and	(iv) managing student learning activities in ~~multiple~~ technology-enhanced ~~classroom~~ environments; and	
(v) managing student learning activities in distance, online, and technology delivered learning environments;	(v) managing student learning activities in ~~distance,~~ online, ~~and technology delivered~~ learning environments;	

(d) demonstrate assessment and evaluation knowledge and skills by:		
(i)) applying technology to assess student learning of subject matter using a variety of appropriate assessment techniques;		
(ii) using technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning; and	(ii) using technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning; and	
(iii) using data from a variety of sources to make informed decisions to align learning objectives, instructional activities, technology use and assessment procedures to enhance learning;	(iii) using data from a variety of sources to make informed decisions to align learning objectives, instructional activities, technology use and assessment procedures to enhance learning;	
(e) demonstrate knowledge and skills and apply effective strategies for teaching social, ethical, legal, and human issues related to technology use;	(e) demonstrate knowledge and skills and apply effective strategies for teaching social, ethical, legal, and human issues related to technology use;	
(i) identifying, classifying, and recommending adaptive/assistive hardware and software for students and teachers with diverse needs and assisting in procurement and implementation;	(i) identifying, classifying, and recommending adaptive/assistive hardware and software for students and teachers with diverse needs and assisting in procurement and implementation;	
(ii) selecting and applying appropriate technology resources to promote healthy use of technology;	(ii) selecting and applying appropriate technology resources to promote healthy use of technology;	
	<u>(iii) the planning and implementing of instruction that focuses on digital citizenship, including components of technology use like Internet safety, privacy, security, digital footprints, and copyright and fair use.</u>	

(f) select and apply appropriate technology resources to address cultural and language diversity, including Montana American Indians;	f) select and apply appropriate technology resources to address cultural and language diversity, including Montana American Indians;	
(g) demonstrate knowledge in developing systemic planning, procedures, and policies;	~~(g) demonstrate knowledge in developing systemic planning, procedures, and policies;~~	
(h) demonstrate knowledge and skills in the development of leadership and visioning by:	(~~h~~ g) demonstrate knowledge and skills in the development of leadership and visioning by:	
	(i) developing systemic planning, procedures, and policies;	
(i) applying strategies for, and knowledge of, issues related to the change process in education and effective schooling practices;	(ii) applying strategies for, and knowledge of, issues related to the change process in education and effective schooling practices;	
(ii) assisting in the development and evaluation of district technology project planning, funding, and implementation; and	(iii) assisting in the development and evaluation of district technology project planning, funding, and implementation; and	
(iii) successfully completing integrated, supervised, and field-based professional experiences with accomplished technology facilitators and directors.	(~~iii~~ iv) successfully completing integrated, supervised, and field-based professional experiences with accomplished technology facilitators and directors.	
(History: 20-2-114, MCA; IMP, 20-1-501, 20-2-121, MCA; NEW, 1979 MAR p. 492, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84; AMD, 1994 MAR p. 2722, Eff. 10/14/94; AMD, 1998 MAR p. 348, Eff. 1/30/98; AMD, 2000 MAR p. 2406, Eff. 9/8/00; AMD, 2007 MAR p. 190, Eff. 2/9/07.)		

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